**Grade-Level Data Collection: Second Grade Team**

1. Discuss where you are as a group. What’s going well? What’s not? What stumbling blocks are you encountering? Etc…

We are all in Book 4 (revision), which is going well. We like the whole-group approach to teaching various ways to revise. We are finding the share part at the end of the lesson is cut short at times due to time constraints. We are concerned that the time we spend on writing is taking away from our language arts (fluency, phonics, etc). I am very interested to hear your thoughts about how writing is compromising language arts, as well as how writing is not teaching fluency and phonics. While we realize how important the writing instruction is, we are concerned about how to fit everything into our schedules. The writing prompts are a big concern. We do not feel they fit with our current writing curriculum and are not a fair assessment of students’ writing ability. We would like to see the current writing prompts removed. Possibly a team could develop PSSA-type writing prompts/questions based on our reading stories to use in place of the writing prompts. An interesting idea to share with other grade level teams. Should this be a grade-level decision, a primary/intermediate decision, or an elementary K – 5 decision? At WB, the reading specialists are sharing one writing kit. We need more kits for special ed. and reading specialists to better prepare to support the classroom teachers.

1. List all the ways you gather assessment information.

Conferencing, rubrics in the manuals, the student’s published pieces (no formal grading is done) When does your team think it is appropriate to begin formal grading of published pieces?, writing prompts (this component needs to be looked at)

1. Why is it important that students gather in a common place to receive their mini lesson?

It provides structure, routine, gives them the opportunity to “turn and talk,” creates a sense of community. Yes! You nailed it!

1. What makes assigning writing partners an important piece of the lesson?

It helps build confidence in the students, gives them a chance to help teach others, gives them an audience to be heard, makes them accountable, helps save time because they know what to do and who to go to. Yes again. Remember also that partners should be decided based on students who have established positive relationships and not based on ability.

1. What things are you finding particularly stressful during conferences with students?

Choosing a goal for each student, getting students to talk about their writing (rather than just telling you what they wrote), having multiple adults in the room on varying schedules (staffing issues) A couple of things that can help you set goals for your students include the narrative continuum (for narrative writing, of course) and the common core standards. You may also check out the rubrics at the end of the units to see what students should be accomplishing by the end.

1. What would you like Carl to specifically address during our session with him on August 4th?

Is there a published book on “105 Teaching Points” and how do we find it? Sorry, but no there is not.

1. Think about and discuss how next year will be different and what you will do differently for students since they have had a full year of writer’s workshop.

Expectations will be higher (quality and quantity of writing should be better), routines should be easier for students since they will be familiar with WW, teachers will have more ideas for mini-lessons, we will do more small-group instruction since we will be more familiar with the content, gaps in writing ability will be more apparent next year. We would like to see fantasy (creative writing) incorporated into the units somehow. Fabulous idea! Students seem to get a little tired of always writing small moment stories. Maybe we could have a mini-unit on exploring new genres and allow time for students to explore their creative writing talents. I love it! The revision unit seemed a little too long for most students. Their enthusiasm was squashed a bit during this unit. Maybe we could shorten it, and add the mini-unit on fantasy writing/exploring genres. Absolutely! Do it!

1. Make some serious decisions about who will represent your grade-level team this summer during the writing institute. Some people have already come forward and committed to attending. Discuss this and share this with the group so everyone is aware and communication throughout the team is on-going.

More information on the date of the summer institute is needed before decisions are made.

1. Complete the following chart to further describe each teacher’s need(s) for support.

*Label with* I*=Immediately,* S*=Soon, or* L*=Later*

|  |  |
| --- | --- |
| **Teacher’s Name:** | **Area of Need:** |
| **Ex:** Daphne Snook | Conferencing notes (S) |
| Danelle Snook | Conferencing, conferencing notes (S); motivating reluctant writers (S) |
| Lori Keister | Conferencing, conferencing notes (S); motivating reluctant writers (S) |
| Heather Portzline | Conferencing, conferencing notes (S); motivating reluctant writers (S) |
| Janet Latchford |  |
| Tina Spatz | Conferencing, conferencing notes (S) |
| Beth Rowles | Conferring teaching points (Where do we go from here?) (S) |
| Janet Landis | Record keeping during conferencing (S) |
| Jeanie Stroup | Conferring teaching points (Where do we go from here?) (S) |
| Carla Wray | Conferring teaching points (Where do we go from here?) (S) |
|  |  |

1. Work on your grade-level To-Do list, which will help keep your group progressing through needs so that each time your team has an opportunity to work together you know exactly what you will do to keep moving forward.

\*\*\*Middleburg Elementary 2nd grade teachers would like to see more frequent, consistent support in the classroom during writing time to assist with conferencing, assisting reluctant writers, etc. We need to talk about what has been happening.